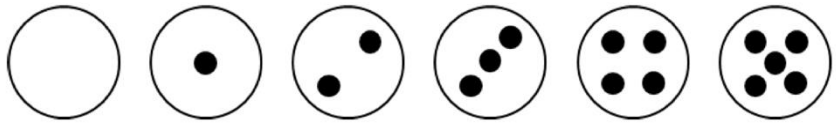
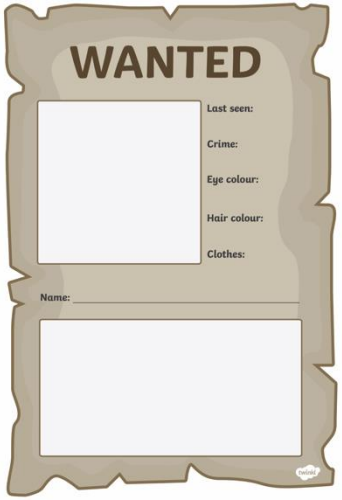
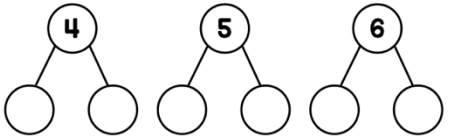
| W/C 15.06.20: Week 11: Learning Project - Famous & Significant People Online | |
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| **Age Range:** EYFS | |
| **Weekly Reading Tasks** | **Weekly Phonics Tasks** |
| **Monday-** Ask your child to think about their favourite books and read one of them together. Find out about the famous authors and encourage your child to think about why they like these books? Information about Julia Donaldson is included at the end of the pack.<br><br>Practise reading the following words, write them onto flash cards to use at home. Keywords: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | **Monday- Sound Sprint** - Make some sound cards (you could use paper). Place and spread them out across the floor. Ask your child to run and stand on the sound you call out. Say simple words as a challenge e.g. f-o-x.<br><br>Watch daily phonics lesson on Youtube (Letters and Sounds for home and school) Continue with flashcards to consolidate sounds. ☺ You can always watch earlier videos or indeed look at the year 1 videos if your child is secure on all phase 2 and phase 3 sounds. |
| **Tuesday-** Read stories written by the famous author, Julia Donaldson. You can also listen to them if you click on the following links: Room on the Broom / Gruffalo.<br><br>Practise reading the following words, write them onto flash cards to use at home. Keywords: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | **Tuesday-** Play Online Buried Treasure - Click on the sounds your child is learning. **CHALLENGE:** If you think it is a real word can you explain what the word means?<br><br>Watch daily phonics lesson on Youtube (Letters and Sounds for home and school) Continue with flashcards to consolidate sounds. ☺ You can always watch earlier videos or indeed look at the year 1 videos if your child is secure on all phase 2 and phase 3 sounds. |
| **Wednesday-** Ask your child to draw pictures showing what happened at the beginning, middle and the end of Room on the Broom or The Gruffalo. Or choose a different story.<br><br>Practise reading the following words, write them onto flash cards to use at home. Keywords: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | **Wednesday-** Ask your child to use their phonic knowledge to spell some of the names of the characters from the 'The Gruffalo'? E.g. f-o-x, ow-l. If this is too tricky, can they say the sounds that make up the words instead?<br><br>Watch daily phonics lesson on Youtube (Letters and Sounds for home and school) Continue with flashcards to consolidate sounds. ☺ You can always watch earlier videos or indeed look at the year 1 videos if your child is secure on all phase 2 and phase 3 sounds. |
| **Thursday-** Ask your child questions about the books that you have shared- Who are the main characters? How are the characters feeling? Who is your favourite character? Why? What did you like/dislike about this story?<br><br>Practise reading the following words, write them onto flash cards to use at home. Keywords: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | **Thursday-** Play Viking Full Circle - Click on the set of sounds your child is learning. Listen carefully to the word and have a go at choosing the correct letters to make the word.<br><br>Watch daily phonics lesson on Youtube (Letters and Sounds for home and school) Continue with flashcards to consolidate sounds. ☺ You can always watch earlier |

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| | videos or indeed look at the year 1 videos if your child is secure on all phase 2 and phase 3 sounds. |
| **Friday-** Your child can continue to read a story from the free eBook library at Oxford Owl or from Reading Eggs. Repeat as you would your class reading books.<br><br>Practise reading the following words, write them onto flash cards to use at home.<br>Keywords: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | **Friday-** Choose a letter of the alphabet. How many famous people or book characters can your child think of that start with this letter?<br><br>Watch daily phonics lesson on Youtube (Letters and Sounds for home and school) Continue with flashcards to consolidate sounds. ☺ You can always watch earlier videos or indeed look at the year 1 videos if your child is secure on all phase 2 and phase 3 sounds. |
| **Weekly Writing Tasks** | **Weekly Maths Tasks- Adding** |
| **Monday- Watch 'The Gruffalo' here. Ask your child to draw a picture of their favourite character. Can they write words/sentences to describe their character, i.e. furry body, knobbly knees and black teeth.**<br><br>Weekly Spellings: Using the 'Look, Cover, Write, Check' to practice this week's spellings. | **Monday- Monday-** Ask your child to counting on from any given number to 10 or 20 – e.g. 1,2,?,?,? or 3,4,?,? or 5,6,?,? etc<br><br>Comparing numbers to 10 - Make some skittles using plastic bottles with water/ sand or soil in them.<br><br>Play skittles.<br>Ask the children to record how many skittles they knock down each time.<br>Did they knock more down this time or last time? Did they knock down more or fewer skittles than their friend?<br>Are there more skittles still standing or more knocked over? |
| **Tuesday-** Can your child make a wanted poster for the Gruffalo. Can they draw a picture of the Gruffalo? Can they describe him?<br><br>Weekly Spellings: Using the 'Look, Cover, Write, Check' to practice this week's spellings. | **Tuesday- -** Number and place value to 10.<br>Provide your child with dot plates or cards with numbers 0 to 5<br><br><br><br>Ask your child to arrange the 6 plates onto the part whole models so that they have a pair of plates with a total of 4 dots, a pair of plates with a total of 5 dots and a pair of plates with a total of 6 dots. |




Is there more than one way to solve the problem?

## Key questions

How many dots does each plate have?
How many dots are there on these 2 plates together?
Can you find 2 plates which have (4, 5, 6) dots?
Is there more than one way to make (4, 5, 6) dots?
Can you find more than one way to arrange your 6 plates on the part-whole model?

**Wednesday-** Practise writing the following letters, can you write them onto a line? g,r,u,f,f,a,l,o Take care with the letter 'f' and 'g' make sure the 'tail' comes below the line.

Practise writing your full name, can you form all the letters correctly?
Can you write the key words from this week forming all the letters correctly?

Pretend you have forgotten how to write the letters for Gruffalo. Ask your child to teach you how to write them. Children love playing teachers!

Weekly Spellings: Using the 'Look, Cover, Write, Check' to practice this week's spellings.

**Wednesday-** Adding numbers: Watch Numberblocks (clip 1) to support with adding. You can also click on clip 2 or clip 3.

**Can a child:**

- state which group of objects has more? Can they do this with a large or small visual difference?
- compare two numbers and say which is the larger?
- predict how many there will be if you add or take away one?

Provide the children with a collection of items to sort. Encourage the children to sort the items into sets and then compare the quantity in each set.
Can you find a set with more than this one? Can you find 2 sets with the same quantity?

**Thursday-** Ask your child to think about who they believe to be important people – such as the Queen. How would your child describe them? Why do they think they are important? Your child could list important people.

Weekly Spellings: Using the 'Look, Cover, Write, Check' to practice this week's spellings.

**Thursday-** Generate your own addition number stories: First, there are 3 people on the bus. Then, 2 more people get on the bus. How many people are on the bus? Now there are 5 people on the bus.

**Spot the mistake**

Make deliberate errors whilst counting up and down.
(A puppet is great for this)
Ask the children to listen carefully and stop you if they hear something wrong.
Errors can include omitted numbers, repeated numbers or numbers in the wrong place.
You could also play this game by asking children to watch carefully as you write number sequences.

12, 13, 41, 15, 16
18, 17, 16, 14, 13

**Friday-** Ask your child to think about and draw someone who is very important to **them**. Can your child say or write a simple sentence describing why this person is so important?

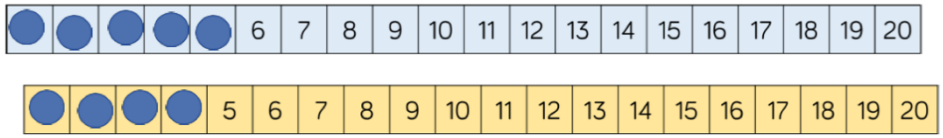
**Friday**

Weekly Spellings: Using the ‘Look, Cover, Write, Check’ to practice this week’s spellings.

Provide different collections of loose parts such as shells, buttons, beads or pebbles for the children to count. Encourage the children to estimate how many first and to arrange the items onto 10 frames as they count to help them see the full 10 and part of the next ten.

**Race to 20**

Provide a number track from 1-20 for each child. Children take turns to roll a dice. If they roll 1-5, they collect the corresponding counters to fill their track. If they roll a 6 they go back to the start.




## Learning Project - to be done throughout the week

**The project this week aims to provide opportunities for your child to learn more about famous or significant people. Learning may focus on past or present inventors, explorers or scientists and how they influence society today.**



**Make your Favourite Characters-**

- **Make a puppet of a famous story character. Use a toilet roll and draw, colour and stick other bits of material onto the tube to make your own character puppet. This can be a character from the Gruffalo or a character from another story written by a different famous author.**
- Paint your hand and make handprints and decorate to make your very own Gruffalo.

**Can you Name the Famous Characters?**

- Take part in the quiz -Who Do You Know? You will need help from your grown - ups. Have a go at Quiz 1 and Quiz 2. Or, you could also describe famous book characters to your child and they have to guess who it is you’re describing.

**Play Snake**

- The Gruffalo features a snake. Click here to play snake - Use the arrows on the keyboard to move the snake around - count how many apples you can collect. Or, play a family game of Snakes and Ladders.

**Create your own Broomstick**



- Create your own broomstick like the witch in ‘Room on the Broom’. You could gather up sticks from the garden and tie them on to the end of a large stick using elastic bands, string or garden twine. How could you make improvements to your broom? Encourage your child to act out the story. Take a photograph of your finished broomstick and upload to Twitter at **#TheLearningProject.**

**Visit ‘The Gruffalo’ website**

- Listen to the Gruffalo song, learn the ‘Monkey Puzzle’ song in makaton and dance along to the ‘Gruffalo’s Child’ song. There are also some great interactive games in the play and explore area. Colour your own Gruffalo using the paint game, create your own monster on monster maker and much more.

**Mindfulness**

- Help your child find a quiet space where they can sit comfortably. Encourage them to close their eyes, reminding them they are safe; this is their special mindfulness time which helps to keep their brain and body healthy.
- Ask your child to think of a famous person they admire (it could be a superhero or a family member if that is easier) and ask them to think about what they admire / like about that person. Are they strong? Are they kind?
- Help your child to turn this into positive affirmation such as 'I am strong', 'I am kind', or 'I am helpful'. Explain to your child they can say these words inside their head every time they take a breath in. Every time they breathe out, they can relax their body a little bit more.
- Keep breathing and saying the words silently for a minute or so.

## STEM Learning Opportunities #sciencefromhome

**Rose Mitchtom and Margarette Steife**

- Over 120 years ago two women came up with the idea to make a teddy bear. Collect all your teddy bears. Are they all the same? What do you think makes a good teddy bear? If you were going to invent a new teddy bear what would it look like?

## Additional learning resources parents may wish to engage with

**White Rose Maths** online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
https://whiterosemaths.com/homelearning/early-years
**Numbots.** Your child can access this programme with their school login.
**IXL** Click on Maths, Reception. There are interactive games to play and guides for parents.
**Talk for Writing Home-school Booklets** are an excellent resource to support your child's speaking and listening, reading and writing skills.

## #TheLearningProjects
### in collaboration with

Warwickshire SLS

ROBIN HOOD MULTI ACADEMY TRUST
www.robinhoodmat.co.uk

STEM LEARNING

Information about Julia Donaldson - https://www.juliadonaldson.co.uk/about.htm



## Growing up

I grew up in a tall terraced Victorian London house with my parents, grandmother, aunt, uncle, younger sister Mary and cat Geoffrey (who was really a prince in disguise. Mary and I would argue about which of us would marry him).

Mary and I were always creating imaginary characters and mimicking real ones, and I used to write shows and choreograph ballets for us. A wind-up gramophone wafted out Chopin waltzes.

I studied Drama and French at Bristol University, where I met Malcolm, a guitar-playing medic to whom I'm now married.

## Busking and books

Before Malcolm and I had our family, we used to go busking together and I would write special songs for each country; the best one was in Italian about pasta.

The busking led to a career in singing and songwriting, mainly for children's television. I became an expert at writing to order on such subjects as guinea pigs, window-cleaning and horrible smells. "We want a song about throwing crumpled-up wrapping paper into the bin" was a typical request from the BBC.

I also continued to write "grown-up" songs and perform them in folk clubs and on the radio, and have recently released two CDs of these songs. One of these songs, sung by Malcolm and called "Cochon Blues" was played as one of my choices when I was on the Radio 4 programme, Desert Island Discs.

One of my television songs, A SQUASH AND A SQUEEZE, was made into a book in 1993, with illustrations by the wonderful Axel Scheffler. It was great to hold the book in my hand without it vanishing in the air the way the songs did. This prompted me to unearth some plays I'd written for a school reading group, and since then I've had 46 plays published. Most children love acting and it's a tremendous way to improve their reading.

My real breakthrough was THE GRUFFALO, again illustrated by Axel. We work separately - he's in London and I'm in Glasgow - but he sends me letters with lovely funny pictures on the envelopes.

I really enjoy writing verse, even though it can be fiendishly difficult. I used to memorise poems as a child and it means a lot to me when parents tell me their child can recite one of my books.

Funnily enough, I find it harder to write not in verse, though I feel I am now getting the hang of it! THE GIANTS AND THE JONESES is a novel for 7-11 year olds, and I have written three books of stories about the anarchic PRINCESS MIRROR-BELLE who appears from the mirror and disrupts the life of an otherwise ordinary eight-year-old. For teenagers there is a novel called RUNNING ON THE CRACKS.

When I'm not writing I am often performing, at book festivals and in theatres. I really enjoy getting the children in the audience to help me act out the stories and sing the songs. Malcolm almost always comes too, with his guitar, and it feels as if we've come full circle - back to busking.